



Assessment, Recording and Reporting of Achievement Policy 2023

Responsible: Headteacher
Review: updated January 2023

Rationale

At Eling School and Nursery our aim is to ensure that each child achieves their academic and social potential and that they leave school with the skills and knowledge they will need to be good citizens that contribute to society.

The main purpose of a policy for assessment, recording and reporting is to develop efficient, effective and consistent methods through which a child's progress is measured and communicated to both the child and his/her adults: it will also inform future curricular developments for the children including next steps. These experiences are designed to that all children have equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

Our assessment informs and guides us to be committed to providing excellent teaching, based on high expectations where teachers know how effective they are in developing their pupils understanding, knowledge and skills. It ensures that pupils know, on a regular basis where they are succeeding in school and what their next steps for development are. It ensures that parents know how well their children are progressing and developing throughout the year.

At Eling Infant School and Nursery we believe that assessment underpins every aspect of learning.

Aims

To have a systematic and consistent approach towards assessment that takes place throughout the school from Nursery to Year 2.

- To ensure that teachers have a thorough knowledge of what children know, understand and can do independently so they can set targets and plan lessons that raises pupil attainment.
- To provide marking, feedback and dialogue that is consistently of a high quality to ensure that pupils understand, in detail how to improve their work and deepen their learning.

- To provide teachers with information that informs future planning decisions for the teaching of individual children, groups or the whole class.
- To inform parents, share their views and involve them in the assessment process, when appropriate.
- To raise children's self knowledge and self esteem.
- To enable teachers to give children feedback on their learning and progress so that they can develop their awareness of areas for future learning and ways to make improvements and connections.
- To ensure children with SEND, the more able and those receiving Pupil Premium funding receive the appropriate level of support and extensions through carefully planned teacher intervention and task design.
- To ensure data analysis and collection is regular, planned and rigorous and that the information is used to identify progress of pupils and areas for development without adding unnecessary burden to teacher's workload.

Assessment procedures

Teachers, teaching assistants and pupils are all actively involved in the assessment process and this information is shared regularly with parents, carers and governors.

Teacher assessment is ongoing. It forms an integral part of teaching. Assessment may be made through observation, discussion and feedback, active listening, questioning and looking at the outcomes of children's learning. Assessment is also carried out through specific and planned assessment activities.

Our procedures are outlined as follows:

Day to day in school formative assessment includes:

Continuous assessment for learning in class which includes observations, verbal and written feedback, discussions with the child/ other adults in class and effective questioning.

Phonics assessment takes place half termly and the data is used to ensure the child is in the right phonics group.

All school planning has an area to add 'notes to inform future planning' to know that the lessons planned meet the needs of the child, curriculum and ensures progression.

Lesson planning is responsive depending on the previous days learning to identify what the children need next as well as having a clear plan of sequenced and connected lessons.

Teachers and teaching assistants frequently discuss the learning achieved in the lesson and individuals personal progress. Groups are flexible based on the assessment made in the lesson through observation, active listening or work sampling.

In the Foundation stage children's observations are recorded on the online learning journal (Tapestry) where contributions are made by the staff and the parents

Marking is responsive and takes place at the time of learning- marking gives simple feedback to ensure that the child knows what to work on and what has worked well. This is immediately evident through the use of different coloured pens for marking.

Simple marking identifies those children that need some RT time (reteach time) or more in depth time in Scoop group, this is identified immediately after the lesson.

Each lesson has clear success criteria where children know the expectations of each lesson and can self assess against the same criteria as the teacher. The success criteria is also used to help children when peer assessing.

In school summative assessment:

When needed, at the beginning of a Maths blocks assessment tasks are used to gauge learning and plan for the next steps

Independent writing tasks are planned in regular intervals over the year to assess a range of writing genres and children's targets are set from these key pieces. Conferencing with the children takes place after key pieces of writing.

In school moderation takes place half termly to discuss key children. The teaching team meet regularly to moderate all of the children for reading, writing and maths. Evidence is recorded on assessment tracking sheets.

Foundation subjects are assessed against the National Curriculum and evidence is gathered to support the national curriculum statements and planning is clear to ensure full coverage.

School data is tracked using the schools tracking system.

Following the Hampshire Assessment Model children are taught and assessed in phases. Assessment takes place before the end of the phase to ensure all children have the best chance to succeed. There are three data drops a year and the information is used internally to look at the interventions and next steps needed to best support the children.

Children assess their own learning against the lesson success criteria and the teachers mark against the same – giving the child immediate feedback on the lesson.

In the foundation stage children's progress is assessed using HAM phases and the Early Learning Goals. On entry the children have a statutory baseline test.

Nationally standardised summative assessment

End of Key Stage 1 tests take place in the month of May in the Summer term and Phonics testing takes place in June. Baseline assessment for Year R is completed in September.

- **On entry to school in Reception** a Baseline assessment is carried out. The teacher works alongside the children on a range of activities to see what they can do when they first start school. This is statutory and must be completed within six weeks of starting school.

- **At the end of Reception** a range of observations and learning is used as well as on-going assessment records to see if children have reached the Early Learning Goals. This is shared as part of the report to parents at the end of the year.
- **In Year One** the children take part in a Phonics Check which is carried out one-to-one with the teacher and assesses the children's phonic ability. Those who do not meet the standard are given support and then re-assessed in Year 2 if needed. The results of this assessment are reported to parents in the annual report to parents.
- **Year Two – Standard Assessment Tests (SATs)**- The teachers use a range of small group tests and their own assessment records to give the children a teacher assessed outcome as to whether the children are at age related expectations. These assessments are for reading, writing, mathematics and science. A combined score is also given. (SATs will no longer be compulsory for Key Stage 1 children from Summer 2024). The results are shared with parents and feeder junior schools.

Record keeping and reporting

Assessment at Eling uses a common agreed system of recording and assessment. All assessment data is stored online and school pro forma's are used for all assessments.

Children's progress and attainment are recorded formally three times a year following the Hampshire Phase Model of Assessment. The information is collated and analysed by using the school recording system used throughout Key Stage 1. The tracking sheets produced is shared amongst staff, senior leaders and the Head teacher. These records are then used to inform planning, end of year reports, interventions, planning and target setting.

In Year R and Nursery children's progress are recorded formally three times a year on the school recording system. As above the assessment data is shared with staff and senior leaders and it is used to inform planning, end of year reports, interventions, planning and target setting.

Each parent receives three opportunities to meet one to one with their child's class teacher. Many other informal drop in sessions are offered throughout the year. A midyear written report is offered in the Spring with a final report in the Summer highlighting progress and attainment.

Governors received headline data information three times a year. They received school internal data as well as statutory data information.

Marking

At Eling, we believe the purpose of marking is to show children that we value their efforts and achievements and encourage and motivate them for future learning. The marking policy gives simple codes that the children know and respond to. We believe that marking should take place alongside the children to enable a learning dialogue to take place. At other times we build in time to discuss the learning. Teachers ensure that the feedback given is focused

and relevant in order to move on the children's learning. Marking is also used to set and meet development targets, and to monitor how far the learning objectives have been met and to know if any concepts need further teaching and refinement.

Information gathered from the marking in the lesson will highlight those children that need to have additional 'reteach time' or who need more time embedding the learning before they move on.

Children will also be involved in the marking process and encouraged to evaluate and correct their own learning and to help mark other children's work.

Transfer procedure

Children at Eling transfer within school to different classes and year groups and also onto their new Junior schools. When children transfer appropriate records need to be forwarded, this information is shared in a variety of ways.

Pre-school to School: Information is shared verbally through meetings with different pre - school providers that feed into the school. Pre-School providers send through the children's records of attainment. In school transition from Nursery to Year R involves many opportunities for dialogue and visits into the Year R setting.

From one year group to another: Face to face meetings with new class teacher to share information. Pupil records and profile sheets are shared. The children's reports from the past and the current year are passed up as are internal phonics tracking and reading tracking data. Copies of Reading, Writing and Maths attainment sheets and also the latest Writing, Maths and Learning books are also passed up.

From Eling to junior schools: Information is shared verbally with new school/ year leader. County transfer forms are available to the new school. Children's current work books, reports and tracking records (includes- writing, reading band, phonics records). Relevant SEN documents are given at a separate meeting discussing and sharing information in more depth. These documents include IEP's, Speech Therapist reports and EHCP's.

Monitoring and Review:

The Headteacher will monitor the policy. This may include regular review of classroom practice and support to staff to ensure good understanding of summative and formative assessment. Regular moderation will take place to ensure consistency and accuracy of assessment judgements, both internally and externally.

Are parents involved in assessing children?

In Reception and Nursery, parents are able to see the observations made of their children via Taepstry. They are also able to add their own observations for the teachers to see.

Other ways in which parent views can be shared are through:

- Parents' Evenings
- Reading diaries
- Homework
- Through the annual report to parents

- Informal conversations with the class teachers at the end of the school day

How do leaders know that assessment is effective?

Pupil Progress Meetings are held regularly with staff in school.

The purpose of Pupil Progress meetings is to:

- Discuss the progress of the children in the class and the different groups in the class, for example, boys and girls, children with Special Educational Needs and those in receipt of PP.
- Identify any children who may not be on track to make their expected progress for that point in the year
- Identify any areas of reading, writing and maths children are having difficulty with
- Discuss the next steps in learning
- Plan any additional support or interventions that may be needed
- Review the progress of children that may have been previously identified
- Make sure the assessments are accurate

Implementation

Assessment is a core tool of teaching and this policy remains a live document to provide the flexibility to adapt and amend according to the needs of the school and to reflect current national standardised assessment arrangements.